



Student: **Michael Higley-Vance**

THIS FORM MUST BE COMPLETELY FILLED IN

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Academic integrity: All work submitted in each course must be your own original work. This includes all assignments, exams, term papers, and other projects required by your instructor. Knowingly submitting another person's work as your own, without properly citing the source of the work, is considered plagiarism. This will result in an unsatisfactory grade for the work submitted or for the entire course. It may also result in academic dismissal from the University.

EDU7702-8

Dr. Mark Kelso

Online Learning Communities

Activity #1: Theoretical Perspective

Comments:

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<Faculty comments here>

[Hi Michael,](#)

[Outstanding work. Very well written and presented. Outstanding APA formatting! I made a few comments that I would like you to think about. Based on your research interest, this assignment called for you to write a Theoretical Perspective section for your envisioned dissertation](#)

research. This assignment is important as you need to provide a theoretical perspective for your research study. Your selected perspective will appear in your milestone documents. Please be sure to keep all of your assignments handy, as you will need this one later on. Next, you will be looking at validity, another very important aspect of any research study. I deducted .2 points for over utilization of sources. Your score is 9.8. Please let me know if you have any questions.

Mark

<Faculty Name>Kelso <Grade Earned>9.8 <Writing Score>3.0 <Date Graded>5/13/14

A Theoretical Perspective

Michael Higley

Northcentral University

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Comment [1]: You do not need a title page for my class. The assignment cover sheet is all that is required.

A Theoretical Perspective

With the increase in Internet use and the rapid growth of web-based applications, technology is vastly changing the way educational institutions view student learning (Huang, & Huang, 2012; Tirrell & Quick, 2012). Currently there is little research outside of adult education regarding how K-12 institutions integrate or use e-learning methods and technology effectively in the traditional classroom (Chen & Lien, 2011; Donavant, 2009; Losen, Martinez, & University of California, 2013). Specifically, research conducted by McIntosh et al. (2008) showed that middle school behaviors had a significant effect on student learning outcomes. Middle school student behaviors are important factors, which influence student achievement (ACT, 2013; Losen, Martinez, & University of California, 2013; McIntosh et al., 2008). As with K-12 e-learning, there is little research to support how using computer technology in the traditional classroom effects student behaviors (Losen, Martinez, & University of California, 2013). Additionally, with almost 50% of middle school student behaviors affecting positive student achievement there is a need for more research (ACT, 2013). In this section, learning and behavioral theories will be explained to create a foundation from which to focus research addressing the use of computer technology and related resources to provide instruction in order to address middle school student behaviors within the traditional classroom environment.

Learning Theories

E-Learning or technology enhanced learning describes the use of technology to support teaching and learning online and is the proposed primary form of learning. There are dozens of learning theories that provide a rich foundation for understanding the complexity of learning and teaching (Minter, 2011). Many of these theories do not differentiate between teaching adults and teaching children (Minter, 2011). The theories that do focus on working with the K-12 student

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Comment [2]: Excellent use of source material.

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Comment [3]: Are you sure about this? Is this current?

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Comment [4]: Think...what kind of behavior? Aggressive?

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Comment [5]: As measured by?

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Comment [6]: Would it really matter? I am not sure of the type of behaviors you are referring to.

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Comment [7]: OK, but doesn't student behavior generally effect student achievement? Think...tell us something that we do not know.

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Comment [8]: True, but some do.

have the underlying premise that children learn in different ways; therefore instructors need to use differentiated instructional methods to meet the various learning and motivational needs of his or her students (Minter, 2011; Vaie et al., 2003). Behaviorist and cognitivist learning theories focus on student learning behaviors and identify several conditions related to voluntary and involuntary learning (Harasim, 2012). Behaviorism and cognitivism theories approach child learning with a student-centered and motivational construct of learning (Vaie et al., 2003).

Behaviorist Learning Theory

Within the context of classroom learning, behaviorism defines learning as a change in observable student behaviors due to environmental stimuli (Harasim, 2012; Weeger & Pacis, 2012). Behaviorists see learning as possible changes in student behaviors based upon his or her learning experiences and interactions within the learning environment (Weeger & Pacis, 2012). Behaviorist in the classroom would consider the content to be learned and the influence of the environment upon that learning to explain certain phenomena (Weeger & Pacis, 2012). Additionally, classroom teachers using behavioral theory will consider the students' difficulties as being found within the environment (Weeger & Pacis, 2012). Early behavior theories emphasized overt action, which studied how people acted and what impacted their behaviors (Harasim, 2012). Early theories explaining student behaviors will help determine what impact technology and e-learning has on student behaviors (Minter, 2011; Vaie et al., 2003).

Supporting behavioral theories. There are various other behavioral theories related to education and discipline (McIntosh et al., 2008) that extend from Palov's classical conditioning, including operant conditioning of Skinner to reinforcing stimuli of Bindra (Harasim, 2012; Weeger & Pacis, 2012). Bindra (1974) hypothesized that reinforcing student stimuli have response reinforcing properties, which extrinsically and intrinsically influence student behaviors.

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The most prominent hypothesis assumed that reinforcing student stimuli have incentive-motivational properties, which greatly influences intrinsic motivation (Bindra, 1974). Bindra's (1974) incentive-motivational principle attributes changed behavior to the contingency existing between environmental interactions and the reinforcing stimulation. Similarly, Skinner developed operant conditioning based on stimuli-responses (Harasim, 2012; Weeger & Pacis, 2012). Operant refers to how an individual operates in a particular environment given certain variables and conditions and explored how an intentional stimulus led to positive behavior changes (Harasim, 2012). Although Thorndike developed the basic law of effect, Skinner took this law and constructed a research program around it (Bindra, 1974; Harasim, 2012).

Multiple Intelligences Theory

Gardner's multiple intelligences theory may help explain why stimulating student interests and intelligences influence student behaviors (Lockwood & Wisconsin Center for Educational Research, 1993). Traditional views of normal intelligence favor particular cognitive processes, including certain types of problem solving and linguistic intelligence (Meneviş & Özad, 2014). However, there are five other intelligences: musical, visual-spatial, bodily kinesthetic, interpersonal, and intrapersonal, which must also be noted. Research, which includes multiple intelligences theory shows promise in developing appropriate teaching and learning practices for children who are unsuccessful in the traditional classroom but have no other means for learning (Meneviş & Özad, 2014; Weeger & Pacis, 2012; Lockwood & Wisconsin Center for Educational Research, 1993).

Influencing Factors

Learning online is no longer a one-size fits all approach and requires ongoing research to develop and improve on existing theories of practice (Pachler & Daly, 2011). E-learning can be

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divided into several categories from self-paced online only to a blended approach to instruction, providing both synchronous and asynchronous learning interactions within the traditional classroom environment (Pachler & Daly, 2011). Learning theories used in the traditional classroom environment have been researched and put into online practice (Tsai, 2011). Blended e-learning is a result of this research (Tsai, 2011) and offers an educational approach and methodology for studying the use of learning technology to influence student behaviors (Minter, 2011; Vaie et al., 2003). Blended learning is a mix of traditional learning theories and e-learning practices, which include activities such as face-to-face, online only, and self-paced learning (Barbour et al., 2011; Tsai, 2011).

Many educational institutions from K-12 to higher education use technology as a tool for teaching and learning, now more than ever (Huang, & Huang, 2012; Tirrell & Quick, 2012). Over the past two decades, the use of information and communication technologies (ICT) and the transformational impact of Internet connectivity have “caused e-learning practices to evolve significantly” (Sangra, Viachopoulos, & Cabera, 2012, p. 146). Information technologies can inform on the study of online learning since it suggests that Internet-based education is not merely another educational tool, but rather a physical place for learning to occur (Brink-Danan, 2011; Sangra, Viachopoulos, & Cabera, 2012). Much of the groundbreaking theorizing about communication is still relevant to understanding of online communication, which was done during the 1990s in the fields of education, media studies, and sociology (Brink-Danan, 2011). The impact of information and communication technologies (ICT) on traditional classroom practices and student behaviors has created a growing demand for a continuous understanding of teaching and learning best practices using a blended e-learning approach (Barbour et al., 2011; Minter, 2011; Vaie et al., 2003).

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Comment [12]: How? You should have stated that.

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Comment [13]: Not sure about this. If it was online only it would not be blended...right?

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Comment [14]: Excellent content.

Learning Styles

The literature consistently identifies a theory that assumes learners have certain preferred learning styles (Buch & Bartley, 2002; Kozub, 2010). A students' learning preference dictates certain behaviors, among these behaviors is a disposition for receiving instruction a certain way (Huang, Lin, & Huang, 2012; Kozub, 2010). A number of research studies have been conducted to determine which of the five learning styles have the most affect on effective learning experiences. Two of these learning styles have been identified as the two least researched learning styles in the field of e-learning: intrinsic goal (or motivation) and student self-efficacy (Jin Nam, 2012; Samruayruen, et al., 2013). Research regarding learning styles is mixed (Cercone, 2008; Kirschner, Sweller, & Clark, 2006) however, it does emphasize students learn differently, which could be another factor influencing student behaviors. Researchers in this field of study have regularly shown that the more engaged students are using informational technology the greater their self-efficacy and motivation (Huang, & Huang, 2012).

Student Motivation and Engagement

The literature identifies six characteristics contributing to optimal e-learning (Cercone, 2008). The last influencing factor addressed in this framework includes student motivation (Abrami et al., 2010; Baskas, 2011; Huang, & Huang, 2012). Research demonstrates that when learner motivation is emphasized in a blended learning approach the behaviors of learners improve (Barbour et al., 2011; Huang, & Huang, 2012; Minter, 2011; Vaie et al., 2003). Addressing factors of motivation and student engagement in e-learning requires a shift from a teacher-centered to a student-centered paradigm, which relegates the instructor to the role of mentor, guide, coach, or facilitator (Blanchard et al., 2011; Cabrera-Lozoya et al., 2012; Oncu & Cakir, 2011).

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Comment [15]: Nicely done.

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Comment [16]: Impressive use of sources.

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